

**THE EFFECT OF USING QUICK-WRITE STRATEGY ON THE  
STUDENTS' WRITING ABILITY IN DESCRIPTIVE  
PARAGRAPH AT THE SECOND YEAR OF  
SMPN 1 BANDAR PETALANGAN  
PELALAWAN REGENCY**



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PEKANBARU  
1435 H/2013 M**

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for Getting Bachelor Degree of Education  
(S.Pd.)



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Effect of Using Quick-Write Strategy on Students’ Writing Ability in Descriptive Paragraphs at the Second Year of SMPN 1 Bandar Petalangan Pelalawan Regency*” is written by Saliyah, SIN. 10914005276. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, October

The Writer

**SALIYAH**  
**SIN. 10914005276**

**Dedication**  
**For my father and my mother**

Ayah, Bunda...  
Terima kasih atas semua doa dan perjuanganmu  
mengantarkanku mencapai cita-citaku...

Ayah, Bunda...  
Kadang kabut sama sekali nyaris tak tertembus olehmu  
Tak terhitung banyak langkah kakimu  
Tak mampu terbendung cucuran keringatmu  
Tak peduli untuk semua itu  
Hanya demi mengantarkanku mencapai cita-citaku

Ayah, Bunda...  
Demi hari ini (31 Oktober 2013)  
Telah nyeri seluruh sendi  
Telah luruh lemak separuh  
Bunda telah menanti  
Ayah pun juga pasti menanti  
Itu semua demi hari ini

Ayah, Bunda...  
Begitu banyak jalan penuh rintangan  
Demi mencapai titik akhir, tapi bukan akhir dari segalanya  
Tiada ahli perjuangan tanpa keikhlasanmu  
Tiada ahli cinta tanpa cintamu  
Tiada guna kesuksesan tanpa ridhomu...

Ayah, Bunda...  
Terima kasih untuk segalanya  
Mungkin hanya sebatas kata ini yang sanggup kuheri  
Tak sebanding untuk membasuh keringat dan air matamu  
Tak sebanding untuk membalas semua pengorbananmu selama ini....

**I Love You (my mother and my father)**

**By: Sally**



**\*Dedication\***

**For my fiance**



Terima kasih untuk tunanganku...  
Untuk segala motivasi dan dorongan yang engkau berikan  
Selain kedua orang tuaku, engkau adalah pelengkap kebahagiaanku  
Tak pernah engkau lelah untuk membantuku  
Tak pernah engkau bosan mendengar keluh kesahku  
Tanpamu aku juga tak akan mencapai cita-citaku  
Engkau selalu berikan segala yang aku butuhkan  
Engkau lakukan banyak pengorbanan  
Demi menghantarkanku mencapai cita-citaku  
Meskipun jarak dan waktu memisahkan kita  
Tapi kesteiaanmu membuat semua ini mampu bertahan  
Tunanganku...  
Hanya kata-ini yang mampu kuberi untuk saat ini  
Semoga setelah hari ini, akan ada kebahagiaan kita yang menanti  
Terima kasih tunanganku Edi Junaidi...

**\* Dedication\***

**For my best friends**

Sahabat sejati adalah sahabat yang mampu berkata benar  
bukan sahabat yang selalu membenarkan perkataan  
Sahabat...  
Engkau bagaikan bintang yang selalu bersinar  
Engkau bagaikan embun yang setia menemani mentari  
Aku tak ingin memberimu air mata  
Bila itu arti berpisah  
Aku tak ingin memberimu hadiah  
Bila itu arti kita tak akan bersua  
ijinkan aku memberimu satu ruang dihati  
untuk menunjukkan engkau sahabat sejati



## ABSTRAK

**Saliyah, (2013) : Pengaruh Penggunaan Strategi Quick-Write terhadap Kemampuan Menulis Paragraf Deskriptif pada Siswa Kelas Dua SMPN 1 Bandar Petalangan Kabupaten Pelalawan.**

Penelitian ini dilaksanakan berdasarkan masalah-masalah yang dihadapi oleh siswa-siswa dalam belajar bahasa Inggris khususnya dalam menulis paragraf deskriptif. Permasalahannya yaitu beberapa siswa tidak dapat mengembangkan ide-ide mereka dalam menulis paragraf deskriptif dengan baik, mengenali benda atau sesuatu yang akan digambarkan, membutuhkan waktu yang lama dalam menulis paragraf deskriptif, dan kurangnya minat mereka dalam menulis paragraf deskriptif.

Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi quick-write terhadap kemampuan dalam menulis paragraf deskriptif pada siswa kelas dua SMPN 1 Bandar Petalangan Kabupaten Pelalawan. Rancangan penelitian ini adalah quasi-experimental design. Dalam pengumpulan data, penulis menggunakan tes, yaitu pre-test dan post-test untuk mengumpulkan data pada kemampuan menulis paragraf deskriptif pada siswa kelas dua SMPN 1 Bandar Petalangan Kabupaten Pelalawan.

Dalam menganalisis data, penulis menggunakan rumus independen sampel t-test dengan menggunakan SPSS versi 16.0 kemudian akan dibandingkan nilai t hitung dengan t tabel dengan mempertimbangkan df.

Berdasarkan hasil penelitian, peneliti menemukan adanya pengaruh yang signifikan dari penggunaan strategi quick-write terhadap kemampuan menulis siswa kelas dua SMPN 1 Bandar Petalangan Kabupaten Pelalawan, dimana nilai t-test 5.498, dan  $df = 38$ . Kemudian dengan membandingkan  $t_o$  dengan  $t_{table}$  dari  $df = 38$  menunjukkan bahwa nilai T pada signifikan 5% yaitu 2.02 dan pada signifikan 1 % yaitu 2.72. itu dapat diartikan bahwa  $2.02 < 5.498 > 2.72$ . kesimpulannya  $t_{hitung} > t_{table}$  artinya  $H_a$  diterima.

## ABSTRACT

**Saliyah, (2013) : The Effect of Using Quick-Write Strategy on the Students' Writing Ability in Descriptive Paragraph at the Second Year of SMPN 1 Bandar Petalangan Pelalawan Regency.**

This research was conducted based on the problems faced by the students in learning English especially in writing descriptive paragraph. The problems are some of students can not develop their ideas in writing descriptive paragraph well, some of the students can not identify an objector something to be described, some of the students spend much time in writing descriptive paragraph, and students are not interested in writing activities.

This research aims at finding out whether there is significant effect of using quick-write strategy towards students' writing ability at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency. The design of this research was quasi-experimental design. In collecting the data, the writer used test, there were pre-test and post-test to collect the data of ability of the students' ability in writing descriptive paragraph at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency.

In analyzing the data, the writer used independent sample t-test. By using SPSS 16.0 and  $t_o$  was compared with  $t_{table}$  considered with df.

From the research findings, the researcher found that there is significant effect of using quick-write strategy towards students' writing ability in descriptive paragraph at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency, where t-test is 5.498. Then,  $t_o$  was compared with  $t_{table}$  from  $df = 38$  shows 5.498 at significant level of 5 % it shows 2.02 and at level 1 % it shows 2.72. Then, it can be said that  $2.02 < 5.498 > 2.72$ . in conclusion,  $t_{obtain} > t_{table}$ ,  $H_a$  is accepted.

ساليه, ( ) : تأثير استخدام استراتيجية سريع  
لمدرسة الثانوية الحكومية وحدة باندان فيتالاعان فيلالاوان

أجريت هذه الدراسة  
الوصفية .  
الوصفية بشكل صحيح  
طويل الوصفية  
المشاكل التي يواجهها  
ليسوا قادرين على تطوير أفكارهم  
أي شيء من شأنه أن يوصف  
الوصفية.  
اهتمامهم  
سريع  
كان هناك تأثير كبير  
لمدرسة الثانوية الحكومية وحدة باندان فيتالاعان فيلالاوان .  
تصميم  
التصميم التجريبي شبه .  
البيانات  
الوصفية  
لجمع البيانات حول  
وحدة باندان فيتالاعان فيلالاوان.  
في تحليل البيانات، واستخدام  
الاجتماعية ١٦,٠  
صيغة عينات  
قيمة .

تأثير كبير  
استراتيجية سريع  
لمدرسة الثانوية الحكومية وحدة باندان فيتالاعان فيلالاوان حيث قيمة  
٤٩٨,٥  
= ٣٨ .  
الاهمية ٥ هو ٢,٠٢ ١ له دلالة ٢,٧٢ . وهذا يعني أن  $٢,٧٢ > ٤٩٨,٥ > ٢,٠٢$  يشير إلى أن قيمة  
يعني ها .

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Writing is one of the four skills in English that must be studied by learners in both ESL and EFL context. Writing is not an easy job, it takes study and practice seriously to develop this skill, for both native speakers and new learners of English. It is important to note that writing is a process, not a product. It means that a piece of writing is never be completed in less it is always reviewed and revised, and review and revise again.<sup>1</sup> Therefore, writers need to study hard and to practice much to develop their writing skill.

A good writing can not be produced if the writer does not have enough ability in both grammar and vocabulary. Halliday in Nunan has pointed out that speech is no less structured or complex than writing.<sup>2</sup> Writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study.<sup>3</sup>

In writing, a person can communicate their message to the close or distant readers and also to known and unknown readers. According to Murcia who was viewing writing as an act of communication suggests that writing is an interactive process which takes place between the writer and the reader via

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<sup>1</sup> Alice Oshima and Ann Hogue, *Writing Academic English*. (White Plains: Addison Wesley Longman, 1991), 3.

<sup>2</sup> David Nunan, *Language Teaching Methodology: a textbook for teacher* (New York: Prentice Hall, 1991), 85.

<sup>3</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language (third edition)*. (Boston: Heinle & Heinle, 2001), 207

the text.<sup>4</sup> In conclusion, the writer shares their ideas with various readers and also builds the interaction.

In teaching learning process of English in Indonesian school, especially at every educational level, writing is put at the latest language skill that should be mastered by all students, because the good writing skill the students have will help them in their academic success and their future. The reason for teaching writing for students of English as a foreign language include reinforcement, language development, learning style, and, most importantly, writing as a skill in its own right.<sup>5</sup>

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in mastering English that must be taught and learned by Junior High School level. Students Based on the KTSP, the purpose of teaching English is to develop communicative competence in spoken and written form to achieve the literacy level which can be realized through four language skills: *listening, speaking, reading, and writing*. At Junior High School level, students are expected to be able to create many kinds of functional text and monolog in the form of procedure, descriptive, recount, narrative, and report.<sup>6</sup>

Teaching writing is not an easy practice. It needs good cooperation between teacher and students in the process of learning, in fact, many students still have difficulties in writing. The difficulties and the obstacles in

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<sup>4</sup> Ibid.p.207

<sup>5</sup> Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited, 2000),79.

<sup>6</sup> Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006. (Jakarta, Unpublished: 2006) , 130.

writing are also faced by the students of SMPN 1 Bandar Petalangan Pelalawan Regency. SMPN 1 Bandar Petalangan is one of Junior High Schools at Pelalawan Regency. This school uses KTSP as a guide in teaching and learning process include for English subject. English is taught twice a week with duration of 90 minutes for 2 periods of teaching and learning process.

Based on the writer's preliminary observation by interviewing the teachers of English language, writing has been taught by using comprehension-Based approach. In this approach, language acquisition occurs if only the learner comprehends meaningful input.<sup>7</sup> It means that this approach makes the students only produce the language based on what the teacher had given to them. The students preferred more on filling in the blanks of the sentences or paragraphs to writing their ideas on a piece of paper. They are not accustomed to generating their ideas in writing paragraphs or essay. According to Murcia, this approach will not aid their acquisition or spontaneous use of the target language.<sup>8</sup>

Based on the writer's pre- observation at SMPN 1 Bandar Petalangan, the phenomena of the second year students in their writing skill can be seen as follows:

1. Some of the students got difficulties in expressing their ideas in writing.
2. Some of the students had lack of vocabulary in writing descriptive paragraph.

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<sup>7</sup> Marianne Celce Muria, Op cit.p.9

<sup>8</sup> Ibid.

3. Some of the students were not able to write organization of good descriptive paragraph.
4. Some of the students were not able to write descriptive paragraph in suitable tenses.
5. Some of the students failed in using grammar correctly.

Therefore, to solve this problem needs an appropriate strategy or technique to influence their writing ability, especially writing descriptive paragraphs. In this case, the writer wants to offer a quick-write strategy. A quick-write is a powerful instructional strategy that yields multiple benefits and is easily managed. It is a short, first draft of a piece of writing that helps students generate ideas and get words onto paper. They can begin with a generic topic, a selected picture, a compelling poem or a short passage from literature.<sup>9</sup>

Writing is much more than just putting words on paper. By its very nature, writing is a series of forward and backward steps as a writer thinks, reflects, revises, detours, starts over, and repeats earlier steps. The job of educators is to guide students through the process in order to help them become the best writers they can be. In order to give students the necessary skills, writing must be explicitly taught in a given time. It cannot be just a few minutes here and there! Students may write quickly and freely in a quickwrite; but they also need to be deliberated and thoughtful as they produce an effective finished product.

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<sup>9</sup> Orange Country Public Schools, *"The Writing Process: A Writing Resource Guide"*.18

Based on the explanation above, the writer is interested in carrying out the research entitled: **The Effect of Using Quick-Write Strategy on the Students' Writing Ability in Descriptive Paragraphs at the Second Year of SMPN 1 Bandar Petalangan Pelalawan Regency**

## **B. The Defenition of the Term**

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

### **1. Effect**

Effect is a change that something or somebody causes in something or somebody else , or result.<sup>10</sup> Effect is the result or the outcome. According to Richard, effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>11</sup> The writer concludes that effect in this research can be said as an influence that would be appeared by using quick-write strategy on students' writing ability in descriptive paragraph at Junior High School 1 Bandar Petalangan.

### **2. Quick-Write Strategy**

Quick-write is a strategy that allows students to begin the writing process. The student is to pick a topic to write about. Next, the student will write as much as they know about the given topic in five to ten

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<sup>10</sup> A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Seventh Edition, (New York: Oxford University Press, 2005), 138.

<sup>11</sup> Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. (New York: Pearson Education, 2002), 175.

minutes.<sup>12</sup> So the writer conclude that a Quick-write was a writing activity in which the second year students of Junior High School 1 Bandar Petalangan write on a topic for five to ten minutes.

### 3. Writing Ability

Writing is an activity that person does to express his or her ideas, feeling, or something by using written language.<sup>13</sup> Writing is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication.<sup>14</sup> In this research this term means the students' ability in writing descriptive paragraph Junior High School 1 Bandar Petalangan.

### 4. Descriptive Paragraph

A paragraph is a group of sentences that all relate to a single topic.<sup>15</sup> Paragraphs are the form of written communication which contain a minimum of five sentences. Each sentence in a paragraph "talks about" or "develops" one single main idea.<sup>16</sup> A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A

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<sup>12</sup> Seth Meier EDSP 4633 Strategy Packet, <http://fds.oup.com/www.oup.com/pdf/elt/catalogue/0-19-435033-9-b.pdf>. Retrieved on January 8, 2013.

<sup>13</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Sixth Edition, (Oxford: Oxford University Press, 2000), 1500.

<sup>14</sup> Lamb & Johson, *Writing*, January, 2000. (Retrieved on January 08, 2013). <http://42explore.com/writing.htm>

<sup>15</sup> Karen Blanchard and Christine Root, *Ready to Write More From Paragraph to Essay*. (White Plains: Longman, 1951), 21

<sup>16</sup> National Literacy Secretariat of Human Resources Development Canada, *Writing Paragraphs & The Writing Process*, <http://www.nald.ca/CLR/search/>. (Retrieved on January 8, 2013)

paragraph can be as short as one sentence or as long as ten sentences.<sup>17</sup>

In descriptive paragraphs, the students can described people, places, objects, or events. The main purpose is to create an image in reader's minds. In short, it is a kind of painting with the words.

So the writer concludes that a descriptive paragraph for Junior High School 1 Bandar Petalangan described how a person/thing looks or feels.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the phenomena above, the problems can be identified as follows:

- a. What makes students got difficulties in expressing their ideas in writing?
- b. What makes students were lack of vocabulary mastery in writing descriptive paragraph?
- c. What makes students were unable to write organization of good descriptive paragraph?
- d. What makes students were unable to write descriptive paragraph in suitable tenses?
- e. What makes students failed in using grammar correctly?

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<sup>17</sup> Laura Le Drean, *Writing Academic English.*, [www.Writing\\_paragraph.com/pdf/elt](http://www.Writing_paragraph.com/pdf/elt) (Retrieved on January 8,2013).



## **2. The Limitation of the Problem**

Based on the identification of the problems stated above, thus, the problem of this research are focused on the second year students' difficulties at Junior High School 1 Bandar Petalangan to express their ideas in writing descriptive paragraph.

## **3. The Formulation of the Problems**

The problems of this research can be formulated in the following research questions:

- a. How is the students' writing ability in descriptive paragraph taught without using quick-write strategy at the second year of SMP N 1 Bandar Petalangan Pelalawan Regency?
- b. How is the students' writing ability in descriptive paragraph taught by using quick-write strategy at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency?
- c. Is there any significant difference of students' writing ability by using quick-write strategy and without using quick-write strategy on the students' writing ability in descriptive paragraphs at the second year of SMP N 1 Bandar Petalangan Pelalawan Regency?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To elicit the information about students' writing ability in descriptive paragraph taught without using quick-write strategy at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency.
- b. To find out the data about the students' writing ability in descriptive paragraph taught by using quick-write strategy at the second year of SMPN 1 Bandar Petalangan Pelalawan Regency
- c. To find out if there is a significant difference of the second year students' ability in writing descriptive paragraphs at SMPN 1 Bandar Petalangan Pelalawan Regency. From those who were taught using quick-write strategy and those taught without using quick-write strategy.

### **2. The Significance of the Research**

The significance of this research is indicated as follows:

- a. The research finding is expected to give the valuable input to the teachers of English at SMPN 1 Bandar Petalangan Pelalawan Regency and all teachers of English as an attempt to improve students' writing ability.
- b. The research finding is expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching writing.

- c. The research finding is expected to improve students' writing ability, in order to give chance for students to master English as foreign language.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Writing

Writing is a skill which enables a learner to plan and to rethink the communication process.<sup>18</sup> It is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to reader. A writer must have good ideas, feeling, opinion, and be creative in his own thinking to make a reader understand and be satisfied.

Writing is the process to transfer ideas or thought into a written language. It is not the ability that people got directly after they were born, whether it is writing in English or writing in the writer's native language. Writing is the ability that is got from the teaching and learning process. Therefore, no body can write if they never learn or being taught about it. It is different from listening; people are able to listen naturally, especially their native language even though they have never been taught how to listen before.

Remembering that writing is a process, the students can not master the ability of writing easily. Syafii said that at least there are three major steps that should be grasped by students who have great concern

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<sup>18</sup> Marianne Celce- Murcia, *Teaching English as a Second or Foreign Language*(third Edition (Boston: Heinle & Heinle, 2001), 213.

in writing<sup>19</sup>; first, they should master basic sentence patterns. Second, they have to amplify the sentence correctly. Finally, they have to develop sentences into paragraph. The success of writing ability in this case also depends on the collaboration between students and teacher. The teacher is expected to be able to support and motivate the students persuasively in order to make them creative in writing.

According to Jordan, there are five types of writing:<sup>20</sup> They are expository, narrative, persuasive, descriptive and process writing.

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding. The facts, examples, and definitions are objective and not dependent on emotion – although the writing may be lively, engaging, and reflective of the writer's commitment to the topic.
- b. Narrative writing accounts for personal or fictional experience, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually

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<sup>19</sup> M. Syafi'i S, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: LBSI, 2011),171.

<sup>20</sup> Robert Jordan, et al., *Write Stars:Eight Grade Edition*. (Viera, Florida: School Board Of Brevard County,2007,)5.

arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.

- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.
- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

There are five components needed to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective written communication. According to Jacob in Hartono, there are five components of writing, they are as mentioned in the following points:<sup>21</sup>

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<sup>21</sup> Eko Hartono, *"The Influence of Buble Network Technique Use in Teaching Writing Ability to the Second Year Students of SMAN 2 Benai (Pekanbaru: Unpublished Undergraduate Thesis, 200), 9.*

a. Content

It means that ability to think creatively and to develop thought, excluding all irrelevant information.

b. Organization

An essay is coherent if its paragraphs are woven together or flow into each other. An essay, which lacks of unity or orderly movement will not be coherent, since readers can not move easily from one paragraph has no clear relation on the first.

c. Vocabulary

In writing, there should be sophisticated range, effective word, idiom, word choice and its usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of the people who use it. In composing paragraphs or texts, the knowledge of grammar is very important. Without them, writers will not be able to use it. So, the readers may not catch points of writer's messages.

e. Mechanics

Essay writing is mechanically good if the writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paagraphing and also handwriting.

According to Blanchard and Root, there are three elements of a good writing, they are:<sup>22</sup>

a. Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or the focus of that subject. This angle or focus of the subject is interesting for the writer and can be explored.

b. Purpose

In writing something, it is important for us to determine our purpose of writing. There are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not exclusive because we can accomplish several purposes at the same time in a piece of writing.

c. Audience

According to Syafi'i, audience is one of the most crucial parts in term of writing. As a writer, we need to communicate our messages, ideas or feelings to readers with a very clear meaning through a means of written communication. Knowing audience will help us reach our goal of communication clearly and effectively.<sup>23</sup> According to Reid, the audience is an essential concept for all writers and the writers have to

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<sup>22</sup> Karen Blanchard and Christine Root, *Ready to Write More: From Paragraph to Essay (Second Edition)* (New York: Pearson Education, 2004), 4-9.

<sup>23</sup> M. Syafi'i, *From Paragraphs to a Research Report: A Writing of English for Academic Purposes* (Pekanbaru: LBSI, 2011), 2.



choose their subjects and their methods of presenting material (diction, sentence structure, organization) according to who will read the finished product.<sup>24</sup>

In conclusion, writing is an ability to express thought, feeling, experience into written form requiring mastery of skill such as grammar, vocabulary and mechanic.

## **2. The Nature of Writing Ability**

Writing is much more than just putting words on paper. By its very nature, writing is a series of forward and backward steps as writers think, reflect, revise, detour, start over, and repeat earlier steps. The job of educators is to guide students through the process in order to help them become the best writers they can be. In order to give students the necessary skills, writing must be explicitly taught and given time.

Writing is completely a complex process in which the writers are required to focus on many aspects in their writing process and it is a very hard to make students interested in writing since writing itself needed a long process. The ability to give ideas in writing form is not easy, especially for students. They should have a good feeling in everything and have an interesting in a paragraph. Therefore, it is necessary for them to guide, and to control their ideas, which can be applied in teaching writing. To help the students, in this case, designing the system is absolutely needed, which is used by the writer to develop their writing

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<sup>24</sup> Joy M. Reid, *The Process of Composition* (New Jersey: Prentice Hall Regents), 2

ability known as the quick-write strategy. In conclusion, writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.

### **3. The Nature of Descriptive Paragraph**

According to Syafi'i, descriptive paragraph (vivid imagery) is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. Descriptive paragraph describes ideas and examples focused on a particular subject.<sup>25</sup> in describing something, the writer should arrange their sentences in order to provide details in which can reflect the objects being described.

According to Kirana in Qhorimah Asmar, there are five characters of descriptive text:<sup>26</sup>

1. Using simple present tense
2. Using has and have
3. Using linking verb (is, are, appears), and consists of
4. Using adjective (big, beautiful, small, etc) and compound adjectives
5. And sometimes using degree of comparison

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<sup>25</sup> M. Syafi'i, et al., *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: LBSI, 2007), 43

<sup>26</sup> Qhorimah Asmar, "Teaching Writing by Using WH-Questions through Picture to Improve Students' Ability in Writing Descriptive Paragraph at the First Year of SMUN 2 Kampar" (Pekanbaru: Unpublished Undergraduate Thesis, 2010), 12.

According to Syafi'i, there are two kinds of descriptive paragraphs.<sup>27</sup>

a. Description of a place

A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration: 1. The location of the objects in the rooms should be clear, 2. The details should be arranged logically and semantically so that it is easy for the reader to visualize the description in his mind, and 3. Most importantly is that there should be a controlling idea, because a strong controlling idea gives the paragraph a focus.

b. Description of a person

In describing a person, the writer can describe a person's appearance in many ways such as his/her clothes, manner of speaking. Color and style of hair, facial appearance, body shape, and expression. So, Descriptive paragraph is paragraph which expresses or describes place, thing, and person in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience.

According to Syafi'i, there are some characteristics of a good paragraph such as unity, coherence, capitalization and punctuation, and comma rules.<sup>28</sup>

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<sup>27</sup> Ibid.p.18-19

<sup>28</sup> Ibid .p.8-15

Before writing a paragraph, we have to master the techniques of writing topic sentence and how to develop it in a paragraph. According to Syafi'i, a paragraph contains topic sentence, supporting sentence, and concluding sentence.<sup>29</sup>

a. Topic Sentence

According to Syafi'i, a topic sentence is the most general statment of the paragraph. It is the key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about that topic. the topic sentence can come at the beginning or at the end of the paragraph, or even in the middle.

b. Supporting Sentence

The supporting sentence help the reader understand more clearly what the writer means. According to Syafi'i, there are two kinds of supporting sentence, they are major supporting sentence and minor supporting sentence. A major supporting sentence is a sentence that directly supports the idesa impressed in the topic sentence, while minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence. These supporting sentences will be more specific than the topic sentence.

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<sup>29</sup> Ibid.p.3-7

c. Concluding Sentence

According to Syafi'i, concluding sentence tells the reader that the paragraph is finished, and it completes the picture or story about the subject of the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

In descriptive paragraphs, we can describe people, places, objects, or events. The main purpose is to create an image in reader's minds. In short, it is a kind of painting with the words. So the writer concludes that a descriptive paragraph describes how a person/thing looks or feels.

#### **4. The Nature of Quick-Write Strategy**

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.<sup>30</sup> In addition, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.<sup>31</sup>

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<sup>30</sup> Rebecca. L. Oxford, *Language Learning Strategies* (New York: NewBury House Publisher, 1991), 1

<sup>31</sup> *Ibid*, 8

Rebecca states that there are two majors of strategies, as follows:<sup>32</sup>

- a. Direct strategies are language learning strategies that directly involve the target language. Direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. This strategies is also subdivided into memory, cognitive, and compensation.
- b. Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. However, the subdivided of this strategies are metacognitive, affective, and social.

Dealing with the strategy used in this research, quick-write strategy is included to Compensation strategies of direct class. Because, compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.<sup>33</sup> In short, compensation strategies can be used for selecting the topic to get deep comprehension. Quick- write strategy is a strategy that allows

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<sup>32</sup> Ibid, 14

<sup>33</sup> Ibid.49

students to begin the writing process. The student is to pick a topic to write about. Next, the student will write as much as they know about the given topic.<sup>34</sup> They can begin with a generic topic, a selected picture, a compelling poem or a short passage from literature.<sup>35</sup>

According to Crawford, the Quick-write can be done in five to ten minutes. It can be used at the beginning, in the middle, or at the end of a lesson.<sup>36</sup> The prompt can often be an open-ended statement for students to complete. The quick-write strategy is often used as an anticipation activity or a consolidation activity. A quick-write can be used in any discipline, including science and mathematics.<sup>37</sup>

According to Tompkins, the quick-write is a procedure that allows students to use creative writing to reflect on what they learned, develop their ideas, reflect on any connections they may have between the text and their personal experiences and ramble freely on paper.<sup>38</sup> According to Robet, the quick -write will give students fuller understanding of the vocabulary words and provide a fresh writing topic.<sup>39</sup>

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<sup>34</sup> Seth Meier, *Strategy Packet*, <http://fds.oup.com/www.oup.com/pdf/elt/catalogue/0-19-435033-9-b.pdf>. (Retrieved on January 8, 2013).

<sup>35</sup> Orange Country Public Schools, “*The Writing Process: A Writing Resource Guide*”(Retrieved on 06 January,2013).

<sup>36</sup> Alan Crawford, et al ., “*Teaching and Learning Strategies for the Thinking Classroom*” (New York: The International Debate Education Association, 2005), p. 27.

<sup>37</sup> Ibid,p.130-131

<sup>38</sup> Gail E. Tompkins,” *50 Literacy Strategies: Step by Step*” (Retrieved on 06 January,2013).

<sup>39</sup> Robert Jordan, et al ., *Write Stars:Eight Grade Edition*. (Viera, Florida: School Board Of Brevard County,2007), 4.

Following the quick-write, a writing skill will provide focus for that day's assignment. It is important to read both the quick-write and writing skill before students begin to write. This will ensure that students understand the scope of the exercise. It may be necessary to give students more background knowledge on the vocabulary word by asking what they already know about the word and sharing examples of how the word is commonly used.

The writer concludes that a quick-write is a writing activity in which students write on a topic for five to ten minutes without stopping. It is a strategy that can be used in the classroom to increase writing and learning. Students may write quickly and freely in a quickwrite; but they also need to be deliberate and thoughtful as they produce an effective finished product.

There are some benefits of Quick-Write, they are:<sup>40</sup>

- a. it promotes spontaneity and freedom in writing.
- b. it encourages writing as a habit or practice.
- c. it promotes critical thinking and focus.

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<sup>40</sup> [www.Upei.Ca./uwc/wac/strategies/quickwrite.html](http://www.Upei.Ca./uwc/wac/strategies/quickwrite.html). Retrieved on January 8, 2013



## 5. The Teaching of Writing Descriptive Paragraphs by Using Quick-Write Strategy

The Quick-write is a brief written reflection on a topic. The Quick-write can be done in five to ten minutes. It can be used at the beginning, in the middle, or at the end of a lesson.<sup>41</sup> The prompt can often be an open-ended statement for students to complete. It is a strategy that can be used in the classroom to increase writing and learning. To make more clearly, there are some procedures of quick-write :<sup>42</sup>

- a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.
- b. The teacher gives the students a prompt or a topic.
- c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.
- d. The teacher shows the students how to take the data they have collected about the topic.
- e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes.
- f. The teacher asks the students to collect their paper when time is over.

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<sup>41</sup> Alan Crawford, et al ., “*Teaching and Learning Strategies for the Thinking Classroom*”, (New York: The International Debate Education Association, 2005), 27.

<sup>42</sup> Seth Meier, *Strategy Packet*, <http://fds.oup.com/www.oup.com/pdf/elt/catalogue/0-19-435033-9-b.pdf>. ( Retrieved on January 8, 2013).

## **B. The Relevant Research**

A research conducted by Linda H. Mason et al, (2011) entitled *Effects of Quick Writing Instruction for High School Students With Emotional Disturbances*, they investigated the writing of students of high school with emotional disturbances (ED) often struggle with classroom writing tasks. Although students with ED perform at a lower academic level than their general education peers or peers with disabilities, these students are educated in the general education setting more than students with any other category of disability at the secondary level. After using the strategy, all participants showed improvement in response quality, number of parts, and number of words written in a persuasive 10 minute quick write. The result shows that the strategy helped them become better writers.

In addition, Jo Cleland, *et al* State University West, entitled *Effective Prompts for Quick Writes in Science and Mathematics*, they were investigated to examine conditions for success in using writing to develop science and mathematics literacy. Prompted quick writes are time-efficient means for promoting daily critical thinking. Better reasons to integrate writing with science and mathematics is that writing with effective prompts can be a tool to elicit clear articulation of and deep thinking about key concepts. After using the strategy, and based on their data analyses, they conclude that the strategy can help students focus on prior learning, and it can promote deep thinking in science and mathematics classrooms.

### **C. The Operational Concept**

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables; they are independent variable (X) and dependent variable (Y). Variable X is the effect of quick-write strategy. Variable Y is the students' ability in writing descriptive paragraphs.

1. The indicators of variable X (The Effect of Quick-Write Strategy):
  - a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.
  - b. The teacher gives the students a prompt or a topic.
  - c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.
  - d. The teacher shows the students how to take the data they have collected about the topic.
  - e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes.
  - f. The teacher asks the students to collect their paper when time is over.

2. The indicator of variable Y (Students' Ability in Writing Descriptive Paragraphs):<sup>43</sup>
  - a. Students are able to develop the content of writing.
  - b. Students are able to develop the organization of writing.
  - c. Students are able to employ the vocabulary of writing.
  - d. Students are able to employ the language use of writing.
  - e. Students are able to employ the mechanics of writing.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In this research the writer assumes that (1) students' writing ability is various, and (2) teaching strategy can influence students' writing ability.

##### **2. The Hypothesis**

d.  $H_0$ : There is no significant difference of students' writing ability by using quick-write strategy and without using quick-write strategy on the students' writing ability in descriptive paragraphs at the second year of SMP N 1 Bandar Petalangan Pelalawan Regency?

$H_a$ : There is a significant difference of students' writing ability by using quick-write strategy and without using quick-write strategy on the students' writing ability in descriptive paragraphs at the second year of SMP N 1 Bandar Petalangan Pelalawan Regency?

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<sup>43</sup> M. Syafi' I, S, *ibid*, p. 142-143.

### CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The type of the research is an experimental research. According John, W. Cresswell, “ An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.<sup>44</sup> The design of this research is quasi experimental design called a non equivalent control group design which uses pre- and posttest .

Furthermore, Cresswell says that researcher can use intact group as the experimental or control, give a pretest to both groups, hold experimental treatment activities with the experimental group only, after that give a posttest to assess the difference of mean between the two groups.<sup>45</sup>

**Table III.1**  
**Quasi Experimental Design**

| <b>GROUP</b> | <b>PRE-TEST</b> | <b>TREATMENT</b> | <b>POST-TEST</b> |
|--------------|-----------------|------------------|------------------|
| B            | T1              |                  | T2               |
| C            | T1              | X                | T2               |

Where:

B : Experimental group

C : Control group

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<sup>44</sup> John.W.Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 299.

<sup>45</sup> Ibid.p.313-314

- T1 : Pre-test for experimental group and control group  
       : Receiving particular treatment
- X : Without particular treatment
- T2 : Post-test for experimental group and control group.

#### **B. The Location and Time of the Research**

The research was carried out to assess the second year students' ability in writing descriptive paragraph at the SMPN 1 Bandar Petalangan, Pelalawan Regency. This research was conducted in May up to June 2013.

#### **C. The Subject and the Object of the Research**

The subject of the research was the second year students of SMPN 1 Bandar Petalangan Pelalawan Regency. The object of this research is the use of quick-write strategy in order to assess students' writing ability in descriptive paragraphs.

#### **D. The Population and the Sample of the Research**

The population of this research was the second year students of SMPN 1 Bandar Petalangan Pelalawan Regency. It has 4 classes. The number of second year students of SMPN 1 Bandar Petalangan is 83 students.

**Table III.2**  
**The total population of second year students of Junior**  
**High School 1 Bandar Petalangan**

| No    | Class  | Students |
|-------|--------|----------|
| 1     | VIII.A | 20       |
| 2     | VIII.B | 20       |
| 3     | VIII.C | 21       |
| 4     | VIII.D | 22       |
| Total |        | 83       |

The population of 83 students was large enough to be taken as samples. Based on the limitation of the research, the researcher took the sample by using cluster sampling. According to Gay, Cluster Sampling randomly selects groups, not individuals. All members of selected groups have similar characteristics.<sup>46</sup> Therefore, the researcher took two classes to represent the population having similar characteristics.

The similar characteristics are addressed under the reasons that the students were taught by the same English teacher, the students were at the same level, and the has fallen to use had the same material in learning of writing. The sample selection Class VIII A as a experimental class and class VIII B as a control class.

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<sup>46</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall, 2000), 129.

**Table III.3**  
**Sample of the Research**

| No    | Class  | Sample                  | Students |
|-------|--------|-------------------------|----------|
| 1     | VIII A | <b>Experiment class</b> | 20       |
| 2     | VIII B | <b>Control class</b>    | 20       |
| Total |        |                         | 40       |

### **E. The Technique of Data Collection**

In this research, the writer used test to collect the data. The test was used to measure the ability of the second year students in writing descriptive paragraph being researched.<sup>47</sup> The test was consist of pretest was given before the treatment and posttest was given after doing the treatment. To measure the students' writing ability, the writer used ESL Composition Profile taken from Hughey, *et al.*<sup>48</sup>

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<sup>47</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 266.

<sup>48</sup> Jane. B. Hughey, *Teaching ESL Composition: Principle and Techniques* (Massachusetts : Newbury House Publishers, Inc. Rowley, 1983), 139-140



**Table III.4**  
**ESL Composition Profile**

| Aspects      | Range | Criteria  |
|--------------|-------|---|
| Content      | 30-27 | <i>Excellent to Very Good:</i><br>Knowledgeable, substantive, through development of thesis, relevant to assigned topic                             |
|              | 26-22 | <i>Good to Average:</i><br>Some knowledgeable of subject,adequate range, limited development of thesis, mostly relevant to topic, but lacks details |
|              | 21-17 | <i>Fair to Poor:</i><br>Limited knowledge of subject, little substance, inadequate development of topic   |
|              | 16-13 | <i>Very Poor:</i><br>Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate                                 |
| Organization | 20-18 | <i>Excellent to Very Good:</i><br>Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive                |
|              | 17-14 | <i>Good to Average:</i><br>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing          |
|              | 13-10 | <i>Fair to Poor:</i><br>Non fluent, ideas confused or disconnect, lacks logical sequencing and development  |
|              | 9-7   | <i>Very Poor:</i><br>Does not communicate, no organization, not enough to evaluate  |
|              | 20-18 | <i>Excellent to Very Good:</i><br>Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register            |

|              |       |   |
|--------------|-------|---|
| Vocabulary   | 17-14 | <i>Good to Average:</i><br>Adequate range, occasional errors of word or idiom form, usage but meaning not obscured.   |
|              | 13-10 | <i>Fair to Poor:</i><br>Limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscure.   |
|              | 9-7   | <i>Very Poor:</i><br>Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate  |
| Language use | 25-22 | <i>Excellent to Very Good:</i><br>Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions   |
|              | 21-18 | <i>Good to Average:</i><br>Effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured                |
|              | 17-11 | <i>Fair to Poor:</i><br>Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured |
|              | 10-5  | <i>Very Poor:</i><br>Virtually no master of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate  |
|              | 5     | <i>Excellent to Very Good:</i><br>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing  |
|              | 4     | <i>Very Good to Average:</i><br>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured  |

|              |   |   |
|--------------|---|---|
| Mechanics    | 3 | <i>Fair to Poor:</i><br>Frequent errors of spelling ,punctuation,capitalization, paragraphing, poor handwriting, meaning confused or obscured.                                |
|              | 2 | <i>Very Poor:</i><br>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, pr not enough to evaluate. |
| Total score: |   | Comment:  |

## F. The Technique of Data Analysis

In this research, the writer used students' pre-test and post-test scores of the experimental and the control group as the data of the research. The writer analyzed the data by using statistical method. First, to analyze the category of writing ability, the writer used the category standard as follows:

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**Table III.5**  
**Score of the Writing Test**

| No    | Writing Skill | The Highest Score |
|-------|---------------|-------------------|
| 1     | Content       | 30                |
| 2     | Organization  | 20                |
| 3     | Vocabulary    | 20                |
| 4     | Language use  | 25                |
| 5     | Mechanics     | 5                 |
| Total |               | 100               |

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<sup>49</sup> Jacob, L. et al ., *Testing ESL Composition: A Practical Approach*. (Rowley: Newbury House Publisher, inc.1981), 91.

Second, the writer used t-test<sup>50</sup> to know whether the result of the research was statistically significance. The data were analyzed by using SPSS version 16.0 to know whether the result of the research statistically significance. Manually, the formula of t-test is as follows<sup>51</sup>:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The value of t – obtained

$M_x$  = Mean score of experimental sample

$M_y$  = Mean score of control sample

$SD_x$  = Standard deviation of experimental group

$SD_y$  = Standard deviation of control group

$N$  = Number of the class

After computing the t-test, it is necessary to obtain the degree of freedom that was used to determine whether the t-value was significant or not. The t- value was consulted with the value of t-table in line with the degree of freedom. The formula of degree of freedom was computed as follows:<sup>52</sup>

$$df = (N_x + N_y) - 2$$

Where:

$df$  : the degree of freedom

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<sup>50</sup> Hartono, *Statistik Untuk Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), 208.

<sup>51</sup> Ibid

<sup>52</sup> Hartono, *Ibid*, p. 212

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class.

When the observed  $t$ -value was consulted with  $t$ -table by using degree of freedom, the writer concluded that the  $t_o$  was smaller than the  $t$ -table ( $t_o < t_t$ ),  $H_0$  is accepted. It means that there is no significant different of students' writing ability taught by using quick-write strategy and without using quick-write strategy. If  $t_o$  was bigger than  $t_t$  ( $t_o > t_t$ ),  $H_a$  is accepted. It means that there is no significant different of students' writing ability taught by using quick-write strategy and without using quick-write strategy.

## G. Validity and Reliability of the Test

The tests used for testing students' writing ability have to be validity and reliable. The test can be said to be valid if it measures accurately what it is intended to measure<sup>53</sup>. There are four types of validity, they are content validity, concurrent/criterion validity, predictive validity, and construct validity<sup>54</sup>. The researcher used construct validity. In construct validity the researcher consulted with the expert to discuss the instrument used in measuring writing ability of the students. Setiyadi said construct validity needs a test that has indicators when doing measurements.<sup>55</sup> Sugiyono said

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<sup>53</sup> Arthur Hughes, *Testing For Language Teacher* (United Kingdom: Cambridge University Press, 2003). 26.

<sup>54</sup> John.W.Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), 172-173.

<sup>55</sup> Mardiyanti Aida Putri. *The Effect of Using the Poster Carousel Technique toward Speaking Ability of the Second Year Students at State Senior High Shcool 3 Mandau Bengkalis Regency*. (UIN SUSKA: Unpublished, 2012), 39.

that validity was divided into two kinds; they were internal validity and external validity. Test was included into internal validity. It should consider the construct validity and content validity<sup>56</sup>. To analyze the construct validity, it can use judgement of experts based on some components that should be considered in giving students' score. To analyzed the content validity, it can be employed by comparing the content of test and the material that was being taught<sup>57</sup>. For the pre test and post test of this research validity, the students' writing was measured by two raters by using the standard score of assessing writing from ESL Composition. The test was based on the material that was studied by the students. In administering the test, the researcher had consulted first with the researcher's supervisor.

According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>58</sup> It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistently. It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

According to Creswell, there are five types of reliability. They are test-retest reliability, alternate forms reliability, alternate forms and test

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<sup>56</sup> Sugiyono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta, 2011). 176

<sup>57</sup> Sugiyono, *Statistika untuk Penelitian*. (Bandung: Alfabeta. 2012). 352-353.

<sup>58</sup> L.R. Gay and Peter Airasian. *Loc Cit*. P. 169

retest reliability, interrater reliability and internal consistency reliability<sup>59</sup>.

Gay says that “inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges.”<sup>60</sup>

In this research, the researcher used inter rater reliability, because the researcher had two raters in order to assess the students’ writing ability.

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<sup>59</sup> Jhon.W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education,2008), 170.

<sup>60</sup> L.R. Gay and Peter Airasian. *Op Cit*.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedure**

The data of this research was the score of the students' post-test. They are the scores obtained from experimental class and control class. The students were asked to write descriptive paragraph. The students' writing production was evaluated in accordance with five components of writing, they were: content, organization, vocabulary, language use and mechanics. Each component had its score.

#### **B. The Data Presentation**

The data presented in this research were the score of the students' post-test score. The data were collected through the following procedures:

1. The students of experimental group were given a topic and were asked to write on the white board everything that they say regarding the topic. After that, they wrote into a short paragraph based on the data they collected.
2. The control group were given a topic and asked to write into paragraph.
3. The two raters evaluated a short descriptive paragraph of the students..  
The two raters put the score for writing aspects that consisted of content, organization, vocabulary, language use, and mechanic.



**Table IV.1**  
**The Students' Pre-test Score in Experimental Class**

| <b>No</b>    | <b>Students</b> | <b>Rater I</b> | <b>Rater II</b> | <b>Final Score</b> |
|--------------|-----------------|----------------|-----------------|--------------------|
| 1            | Student 1       | 45             | 57              | 51                 |
| 2            | Student 2       | 61             | 57              | 59                 |
| 3            | Student 3       | 61             | 77              | 69                 |
| 4            | Student 4       | 67             | 59              | 63                 |
| 5            | Student 5       | 56             | 72              | 64                 |
| 6            | Student 6       | 52             | 60              | 56                 |
| 7            | Student 7       | 46             | 58              | 52                 |
| 8            | Student 8       | 68             | 78              | 73                 |
| 9            | Student 9       | 67             | 55              | 61                 |
| 10           | Student 10      | 61             | 73              | 67                 |
| 11           | Student 11      | 43             | 55              | 49                 |
| 12           | Student 12      | 57             | 57              | 57                 |
| 13           | Student 13      | 67             | 75              | 71                 |
| 14           | Student 14      | 43             | 69              | 56                 |
| 15           | Student 15      | 67             | 61              | 64                 |
| 16           | Student 16      | 47             | 53              | 50                 |
| 17           | Student 17      | 51             | 71              | 61                 |
| 18           | Student 18      | 67             | 69              | 68                 |
| 19           | Student 19      | 67             | 75              | 71                 |
| 20           | Student 20      | 68             | 78              | 73                 |
| <b>Total</b> |                 | <b>1161</b>    | <b>1309</b>     | <b>1235</b>        |
| <b>Mean</b>  |                 | <b>58.05</b>   | <b>65.45</b>    | <b>61.75</b>       |

After looking the result of the data available in the table, the total score which was evaluated by rater 1 was 1161 and the mean score was 58.05. Meanwhile, the total score which was evaluated by rater 2 was 1309 and the mean score was 65.45. After summing up the score from rater 1 and rater 2 it was divided into 2, the researcher found the total score was 1235 and the mean score was 61.75.

**Table IV.2**  
**The Students' Pre test Score in Control Class**

| <b>No</b>    | <b>Students</b> | <b>Rater I</b> | <b>Rater II</b> | <b>Final Score</b> |
|--------------|-----------------|----------------|-----------------|--------------------|
| 1            | Student 1       | 61             | 59              | 60                 |
| 2            | Student 2       | 56             | 54              | 55                 |
| 3            | Student 3       | 66             | 60              | 63                 |
| 4            | Student 4       | 46             | 38              | 42                 |
| 5            | Student 5       | 68             | 66              | 67                 |
| 6            | Student 6       | 46             | 48              | 47                 |
| 7            | Student 7       | 52             | 54              | 53                 |
| 8            | Student 8       | 74             | 68              | 71                 |
| 9            | Student 9       | 72             | 70              | 71                 |
| 10           | Student 10      | 57             | 55              | 56                 |
| 11           | Student 11      | 50             | 52              | 51                 |
| 12           | Student 12      | 56             | 56              | 56                 |
| 13           | Student 13      | 51             | 49              | 50                 |
| 14           | Student 14      | 65             | 55              | 60                 |
| 15           | Student 15      | 52             | 52              | 52                 |
| 16           | Student 16      | 55             | 65              | 60                 |
| 17           | Student 17      | 65             | 65              | 65                 |
| 18           | Student 18      | 68             | 68              | 68                 |
| 19           | Student 19      | 66             | 68              | 67                 |
| 20           | Student 20      | 49             | 67              | 58                 |
| <b>Total</b> |                 | <b>1175</b>    | <b>1169</b>     | <b>1172</b>        |
| <b>Mean</b>  |                 | <b>58.75</b>   | <b>58.45</b>    | <b>58.60</b>       |

Table IV.2 above reads that, the researcher found that the total score evaluated by rater 1 was 1175, and the mean score was 58.75. Meanwhile, the total score by rater 2 was 1169 and the mean score was 58.45. Both of the raters evaluated the scores on the same procedure. By summing up the score from rater 1 and rater 2 it was divided into 2, the researcher found that the total score was 1172 and the mean score was 58.60.

**Table IV.3**  
**The Students' Post Test Score in Experimental Class**

| <b>No</b>    | <b>Students</b> | <b>Rater I</b> | <b>Rater II</b> | <b>Final Score</b> |
|--------------|-----------------|----------------|-----------------|--------------------|
| 1            | Student 1       | 70             | 78              | 74                 |
| 2            | Student 2       | 90             | 88              | 89                 |
| 3            | Student 3       | 85             | 79              | 82                 |
| 4            | Student 4       | 77             | 79              | 78                 |
| 5            | Student 5       | 80             | 76              | 78                 |
| 6            | Student 6       | 85             | 87              | 86                 |
| 7            | Student 7       | 78             | 70              | 74                 |
| 8            | Student 8       | 90             | 88              | 89                 |
| 9            | Student 9       | 85             | 81              | 83                 |
| 10           | Student 10      | 88             | 80              | 84                 |
| 11           | Student 11      | 77             | 71              | 74                 |
| 12           | Student 12      | 90             | 88              | 89                 |
| 13           | Student 13      | 80             | 78              | 79                 |
| 14           | Student 14      | 88             | 80              | 84                 |
| 15           | Student 15      | 70             | 78              | 74                 |
| 16           | Student 16      | 75             | 77              | 76                 |
| 17           | Student 17      | 75             | 79              | 77                 |
| 18           | Student 18      | 88             | 80              | 84                 |
| 19           | Student 19      | 90             | 88              | 89                 |
| 20           | Student 20      | 74             | 78              | 76                 |
| <b>Total</b> |                 | <b>1635</b>    | <b>1603</b>     | <b>1619</b>        |
| <b>Mean</b>  |                 | <b>81.75</b>   | <b>80.15</b>    | <b>80.95</b>       |

By looking the detailed on data presented on the table above, the researcher found that the total score evaluated by rater 1 was 1635 and the mean score was 81.75. Meanwhile, the total score which is evaluated by rater 2 was 1603 and the mean score was 80.15. After summing up both of the scores it was divided into 2, the researcher found the total posttest score the experimental class on the post test was 1619, and the mean score was 80.95.

**Table IV.4**  
**The Students' Post Test Score in Control Class**

| <b>No</b>    | <b>Students</b> | <b>Rater I</b> | <b>Rater II</b> | <b>Final Score</b> |
|--------------|-----------------|----------------|-----------------|--------------------|
| 1            | Student 1       | 78             | 76              | 77                 |
| 2            | Student 2       | 48             | 50              | 49                 |
| 3            | Student 3       | 63             | 73              | 68                 |
| 4            | Student 4       | 72             | 74              | 73                 |
| 5            | Student 5       | 66             | 70              | 68                 |
| 6            | Student 6       | 41             | 49              | 45                 |
| 7            | Student 7       | 82             | 76              | 79                 |
| 8            | Student 8       | 67             | 73              | 70                 |
| 9            | Student 9       | 78             | 74              | 76                 |
| 10           | Student 10      | 75             | 73              | 74                 |
| 11           | Student 11      | 54             | 52              | 53                 |
| 12           | Student 12      | 61             | 63              | 62                 |
| 13           | Student 13      | 74             | 70              | 72                 |
| 14           | Student 14      | 81             | 73              | 77                 |
| 15           | Student 15      | 68             | 74              | 71                 |
| 16           | Student 16      | 76             | 74              | 75                 |
| 17           | Student 17      | 63             | 67              | 65                 |
| 18           | Student 18      | 62             | 66              | 64                 |
| 19           | Student 19      | 67             | 65              | 66                 |
| 20           | Student 20      | 52             | 48              | 50                 |
| <b>Total</b> |                 | <b>1328</b>    | <b>1340</b>     | <b>1334</b>        |
| <b>Mean</b>  |                 | <b>66.40</b>   | <b>67.00</b>    | <b>66.70</b>       |

Table IV.4 above shows that, the researcher found that the total score evaluated by rater 1 was 1328, and the mean score was 66.40. Meanwhile, the total score evaluated by rater 2 was 1340 and the mean score was 67.00. Both raters evaluated the scores on the same procedure. At the same time, after summing up the score from rater 1 and rater 2 it was divided into 2, the researcher found the total score was 1334 and the mean score was 66.70.

**Table IV.5**  
**The students' Pre-test and Post-test of Control and**  
**Experimental Class**

| No           | Students | Control Class |          | Experimental Class |          |
|--------------|----------|---------------|----------|--------------------|----------|
|              |          | Pretest       | Posttest | Pretest            | Posttest |
| 1            | S1       | 60            | 77       | 51                 | 74       |
| 2            | S2       | 55            | 49       | 59                 | 89       |
| 3            | S3       | 63            | 68       | 69                 | 82       |
| 4            | S4       | 42            | 73       | 63                 | 78       |
| 5            | S5       | 67            | 68       | 64                 | 78       |
| 6            | S6       | 47            | 45       | 56                 | 86       |
| 7            | S7       | 53            | 79       | 52                 | 74       |
| 8            | S8       | 71            | 70       | 73                 | 89       |
| 9            | S9       | 71            | 76       | 61                 | 83       |
| 10           | S10      | 56            | 74       | 67                 | 84       |
| 11           | S11      | 51            | 53       | 49                 | 74       |
| 12           | S12      | 56            | 62       | 57                 | 89       |
| 13           | S13      | 50            | 72       | 71                 | 79       |
| 14           | S14      | 60            | 77       | 56                 | 84       |
| 15           | S15      | 52            | 71       | 64                 | 74       |
| 16           | S16      | 60            | 75       | 50                 | 76       |
| 17           | S17      | 65            | 65       | 61                 | 77       |
| 18           | S18      | 68            | 64       | 68                 | 84       |
| 19           | S19      | 67            | 66       | 71                 | 89       |
| 20           | S20      | 58            | 50       | 73                 | 76       |
| <b>Total</b> |          | 1172          | 1334     | 1235               | 1619     |

Based on the table above, it could be seen that the total score of post-test in control class was 1334 and the total score of post-test in the experimental class was 1619. It means that the total score of post-test in experimental class was higher than the total score of post-test in control class.

The following table presents the result of calculating data for control class and experimental class:

**Table IV.6**  
**The Result of the Test for Control and the Experimental Class**  
**Statistics**

| <b>Descriptive Statistic</b> | <b>Pre-cont</b> | <b>Post-cont</b> | <b>Pre-exp</b>  | <b>Post-exp</b> |
|------------------------------|-----------------|------------------|-----------------|-----------------|
| Valid                        | 20              | 20               | 20              | 20              |
| Missing                      | 0               | 0                | 0               | 0               |
| Mean                         | 58.60           | 66.70            | 61.75           | 80.95           |
| Std. Error of Mean           | 1.811           | 2.269            | 1.750           | 1.253           |
| Median                       | 59.00           | 69.00            | 62.00           | 80.50           |
| Mode                         | 60              | 68 <sup>a</sup>  | 56 <sup>a</sup> | 74 <sup>a</sup> |
| Std. Deviation               | 8.101           | 10.147           | 7.826           | 5.605           |
| Variance                     | 65.621          | 102.958          | 61.250          | 31.418          |
| Range                        | 29              | 34               | 24              | 15              |
| Minimum                      | 42              | 45               | 49              | 74              |
| Maximum                      | 71              | 79               | 73              | 89              |
| Sum                          | 1172            | 1334             | 1235            | 1619            |

Table IV.6 above shows that the mean score from pre-test of control class was 58.60 and the mean of post-test score was 66.70. Furthermore, the mean score from pre-test of experimental class was 61.75 and the mean of post-test score was 80.95. It means that the class which was taught by using quick-write strategy (experimental class) had higher score than the class which was not taught by using quick-write strategy (control class)

**Table IV.7**  
**The Score of Students' Writing Ability Taught**  
**without Using Quick-Write Strategy**

| No | Students     | Control Class |           |
|----|--------------|---------------|-----------|
|    |              | Pre-Test      | Post-Test |
| 1  | S1           | 60            | 77        |
| 2  | S2           | 55            | 49        |
| 3  | S3           | 63            | 68        |
| 4  | S4           | 42            | 73        |
| 5  | S5           | 67            | 68        |
| 6  | S6           | 47            | 45        |
| 7  | S7           | 53            | 79        |
| 8  | S8           | 71            | 70        |
| 9  | S9           | 71            | 76        |
| 10 | S10          | 56            | 74        |
| 11 | S11          | 51            | 53        |
| 12 | S12          | 56            | 62        |
| 13 | S13          | 50            | 72        |
| 14 | S14          | 60            | 77        |
| 15 | S15          | 52            | 71        |
| 16 | S16          | 60            | 75        |
| 17 | S17          | 65            | 65        |
| 18 | S18          | 68            | 64        |
| 19 | S19          | 67            | 66        |
| 20 | S20          | 58            | 50        |
|    | <b>Total</b> | 1172          | 1334      |

Table IV.7 above shows that the total score of pre-test in control class was 1172 while the highest score was 71 and the lowest was 42, and the total score of post-test in control class was 1334, while the highest score was 79 and the lowest score was 45. It means that the students had a little increasing of their writing ability. The frequency of pre-test and post-test scores of control class can be seen as follows:

**Table IV.8**  
**The Frequency Distribution of Students' Pre-Test**  
**Score in Control Class**

| <b>Descriptive Statistics</b> | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------------------------------|------------------|----------------|----------------------|---------------------------|
| 42                            | 1                | 5.0            | 5.0                  | 5.0                       |
| 47                            | 1                | 5.0            | 5.0                  | 10.0                      |
| 50                            | 1                | 5.0            | 5.0                  | 15.0                      |
| 51                            | 1                | 5.0            | 5.0                  | 20.0                      |
| 52                            | 1                | 5.0            | 5.0                  | 25.0                      |
| 53                            | 1                | 5.0            | 5.0                  | 30.0                      |
| 55                            | 1                | 5.0            | 5.0                  | 35.0                      |
| 56                            | 2                | 10.0           | 10.0                 | 45.0                      |
| 58                            | 1                | 5.0            | 5.0                  | 50.0                      |
| 60                            | 3                | 15.0           | 15.0                 | 65.0                      |
| 63                            | 1                | 5.0            | 5.0                  | 70.0                      |
| 65                            | 1                | 5.0            | 5.0                  | 75.0                      |
| 67                            | 2                | 10.0           | 10.0                 | 85.0                      |
| 68                            | 1                | 5.0            | 5.0                  | 90.0                      |
| 71                            | 2                | 10.0           | 10.0                 | 100.0                     |
| Total                         | 20               | 100.0          | 100.0                |                           |

Based on the table above, it can be seen that there was a student scored 42 (5%), 1 student scored 47 (5%), 1 student scored 50 (5%), 1 student scored 51 (5%), 1 student who got score 52 (5%), 1 student scored 53 (5%), 1 student scored 55 (5%). 2 students scored 56 (10%) respectively, 1 student scored 58 (5%), 3 students got 60 (15%), 1 student scored 63 (5%), 1 student scored 65 (5%), 2 students got 67 (10%), 1 student scored 68 (5%), 2 students got 71 (10%). The highest frequency was 3 students who scored 60. The total frequency was 20.



**Table IV.9**  
**The Frequency Distribution of Students' Post-Test**  
**Score in Control Class**

| <b>Descriptive Statistics</b> | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------------------------------|------------------|----------------|----------------------|---------------------------|
| 45                            | 1                | 5.0            | 5.0                  | 5.0                       |
| 49                            | 1                | 5.0            | 5.0                  | 10.0                      |
| 50                            | 1                | 5.0            | 5.0                  | 15.0                      |
| 53                            | 1                | 5.0            | 5.0                  | 20.0                      |
| 62                            | 1                | 5.0            | 5.0                  | 25.0                      |
| 64                            | 1                | 5.0            | 5.0                  | 30.0                      |
| 65                            | 1                | 5.0            | 5.0                  | 35.0                      |
| 66                            | 1                | 5.0            | 5.0                  | 40.0                      |
| 68                            | 2                | 10.0           | 10.0                 | 50.0                      |
| 70                            | 1                | 5.0            | 5.0                  | 55.0                      |
| 71                            | 1                | 5.0            | 5.0                  | 60.0                      |
| 72                            | 1                | 5.0            | 5.0                  | 65.0                      |
| 73                            | 1                | 5.0            | 5.0                  | 70.0                      |
| 74                            | 1                | 5.0            | 5.0                  | 75.0                      |
| 75                            | 1                | 5.0            | 5.0                  | 80.0                      |
| 76                            | 1                | 5.0            | 5.0                  | 85.0                      |
| 77                            | 2                | 10.0           | 10.0                 | 95.0                      |
| 79                            | 1                | 5.0            | 5.0                  | 100.0                     |
| <b>Total</b>                  | 20               | 100.0          | 100.0                |                           |

Based on the table above, it can be seen that was 1 student scored 45 (5%), 1 student scored 49 (5%), 1 student scored 50 (5%), 1 student scored 53 (5%), 1 student scored 62 (5%), 1 student scored 64 (5%), 1 student scored 65 (5%). 1 student scored 66 (5%), 2 students scored 68 (10%), 1 student scored 70 (5%), 1 student scored 71 (5%), 1 student scored 72 (5%), 1

student scored 73 (5%), 1 student scored 74 (5%), 1 student dscore 75 (5%), 1 student scored 76 (5%), 2 students who got score 77 (10%) respectively, 1 student scored 79 (5%). The highest frequency was obtained by 2 students who scored 68 and 77 respectively. The total frequency was 20.

**Table IV.10**  
**The Score of Students' Writing Ability Taught**  
**by Using Quick-Write Strategy**

| No           | Students | Experimental Class |           |
|--------------|----------|--------------------|-----------|
|              |          | Pre-Test           | Post-Test |
| 1            | S1       | 51                 | 74        |
| 2            | S2       | 59                 | 89        |
| 3            | S3       | 69                 | 82        |
| 4            | S4       | 63                 | 78        |
| 5            | S5       | 64                 | 78        |
| 6            | S6       | 56                 | 86        |
| 7            | S7       | 52                 | 74        |
| 8            | S8       | 73                 | 89        |
| 9            | S9       | 61                 | 83        |
| 10           | S10      | 67                 | 84        |
| 11           | S11      | 49                 | 74        |
| 12           | S12      | 57                 | 89        |
| 13           | S13      | 71                 | 79        |
| 14           | S14      | 56                 | 84        |
| 15           | S15      | 64                 | 74        |
| 16           | S16      | 50                 | 76        |
| 17           | S17      | 61                 | 77        |
| 18           | S18      | 68                 | 84        |
| 19           | S19      | 71                 | 89        |
| 20           | S20      | 73                 | 76        |
| <b>Total</b> |          | 1235               | 1619      |

From the table above, the researcher found that the total score of pre-test obtained by the students of experimental class was 1235 while the highest score was 73 and the lowest was 49, and the total score of post-test in experimental class was 1619, while the highest score was 89 and the lowest score was 74. It means that the students' scores increased in their writing ability. The frequency of pre-test and post-test scores of experimental class can be seen as bellow:

**Table IV.11**  
**The Distribution of Frequency of Students' Pre-Test**  
**Score in Experimental Class**

| <b>Descriptive Statistics</b> | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------------------------------|------------------|----------------|----------------------|---------------------------|
| 49                            | 1                | 5.0            | 5.0                  | 5.0                       |
| 50                            | 1                | 5.0            | 5.0                  | 10.0                      |
| 51                            | 1                | 5.0            | 5.0                  | 15.0                      |
| 52                            | 1                | 5.0            | 5.0                  | 20.0                      |
| 56                            | 2                | 10.0           | 10.0                 | 30.0                      |
| 57                            | 1                | 5.0            | 5.0                  | 35.0                      |
| 59                            | 1                | 5.0            | 5.0                  | 40.0                      |
| 61                            | 2                | 10.0           | 10.0                 | 50.0                      |
| 63                            | 1                | 5.0            | 5.0                  | 55.0                      |
| 64                            | 2                | 10.0           | 10.0                 | 65.0                      |
| 67                            | 1                | 5.0            | 5.0                  | 70.0                      |
| 68                            | 1                | 5.0            | 5.0                  | 75.0                      |
| 69                            | 1                | 5.0            | 5.0                  | 80.0                      |
| 71                            | 2                | 10.0           | 10.0                 | 90.0                      |
| 73                            | 2                | 10.0           | 10.0                 | 100.0                     |
| <b>Total</b>                  | 20               | 100.0          | 100.0                |                           |

Based on the table above, there was 1 student scored 49 (5%), 1 student scored 50 (5%), 1 student scored 51 (5%), 1 student scored 52 (5%), 2 students scored 56 (10%), 1 student scored 57 (5%), 1 student scored 59 (5%). 2 students scored 61 (10%) respectively, 1 student scored 63 (5%), 2 students scored 64 (10%), 1 student scored 67 (5%), 1 student scored 68 (5%), 1 student scored 69 (5%), 2 students scored 71 (10%), 2 students scored 73 (10%). The students who scored with the highest frequency obtained the scores 56, 61, 64, 71, and 73 respectively. The total frequency was 20.

**Table IV.12**  
**The Distribution of Frequency of Students' Post-Test**  
**Score in Experimental Class**

| <b>Descriptive Statistics</b> | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------------------------------|------------------|----------------|----------------------|---------------------------|
| 74                            | 4                | 20.0           | 20.0                 | 20.0                      |
| 76                            | 2                | 10.0           | 10.0                 | 30.0                      |
| 77                            | 1                | 5.0            | 5.0                  | 35.0                      |
| 78                            | 2                | 10.0           | 10.0                 | 45.0                      |
| 79                            | 1                | 5.0            | 5.0                  | 50.0                      |
| 82                            | 1                | 5.0            | 5.0                  | 55.0                      |
| 83                            | 1                | 5.0            | 5.0                  | 60.0                      |
| 84                            | 3                | 15.0           | 15.0                 | 75.0                      |
| 86                            | 1                | 5.0            | 5.0                  | 80.0                      |
| 89                            | 4                | 20.0           | 20.0                 | 100.0                     |
| <b>Total</b>                  | <b>20</b>        | <b>100.0</b>   | <b>100.0</b>         |                           |

Table IV.12 shows the post-test results. There were 4 students got 74 (20%), 2 students got 76 (10%), 1 student scored 77 (5%), 2 students scored

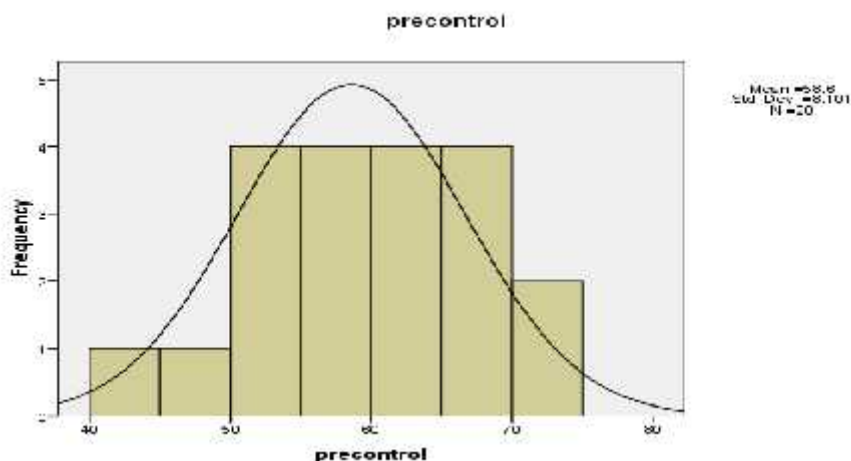
78 (10%), 1 student scored 79 (5%), 1 student scored 82 (5%), 1 student scored 83 (5%), 3 students scored 84 (15%), 1 student scored 86 (5%), 4 students scored 89 (20%). The highest frequency was at the score of 74 and 89. The total frequency was 20.

### C. The Data Analysis

#### 1. The Data Analysis of Pre-Test Scores on Students' Writing Ability in Descriptive Paragraph Taught without Using Quick-Write Strategy

The data of the students' pre-test in control class was obtained from the result of their writing ability without using quick-write strategy. It has been shown that the total frequency was 20, the total scores was 1172 and the Mean score was 58.60 and the Standard Deviation was 8.101. The following histogram describes the frequency distribution of pre-test scores obtained by students in control class.

**Histogram IV.1**  
**Frequency Pre-test of Control Class**



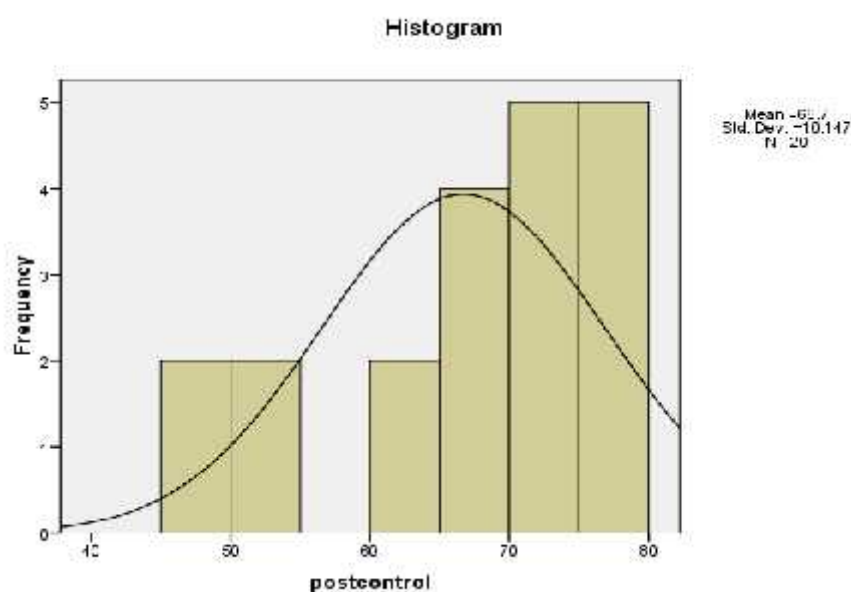
From the histogram above, it can be analyzed that the histogram was almost normal because the difference of Mean and Standard Deviation was far.

## 2. The Data Analysis of Post-Test Scores on Students' Writing Ability in Descriptive Paragraph Taught without Using Quick-Write Strategy

The data of the students' post-test scores in control class was obtained from the result of their writing ability without using quick-write strategy. It is shown that the total frequency was 20, the total scores was 1334, the Mean score was 66.70 and the Standard Deviation was 10.147. The following histogram describes the frequency distribution of post-test scores obtained by the students in control class.

### Histogram IV.2

#### Frequency Post-test of Control Class



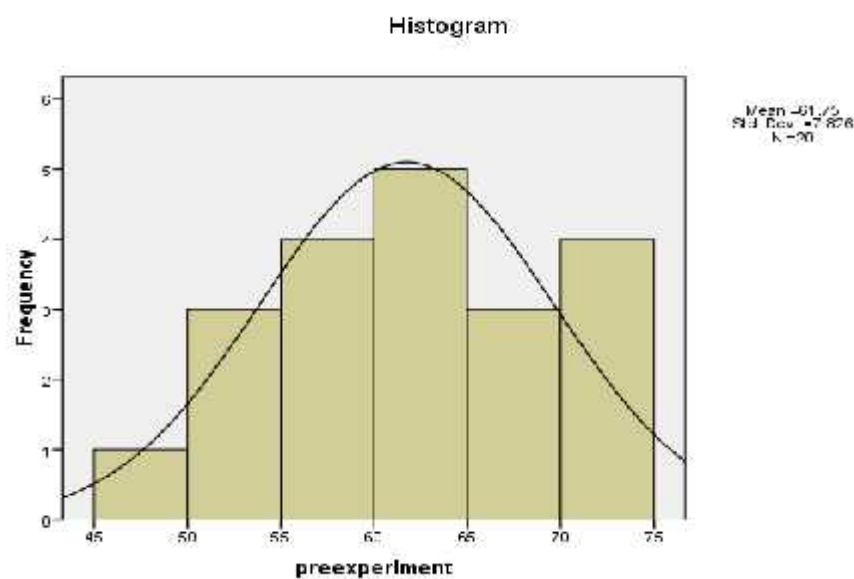
From the histogram above, it can be analyzed that the histogram was almost normal because the difference of Mean and Standard Deviation was far.

### 3. The Data Analysis of Pre-Test Scores Students' Writing Ability in Descriptive Paragraph Taught by Using Quick-Write Strategy

The data of the students' pre-test scores in experimental class was obtained from the result of their writing ability taught by using quick-write strategy. It shows also be seen that the total frequency was 20, the total scores was 1235, the Mean was 61.75 and the Standard Deviation was 7.826. The following histogram describes the frequency distribution of post-test scores obtained by the students in experimental class.

#### Histogram IV.3

##### Frequency Pre-test of Experimental Class



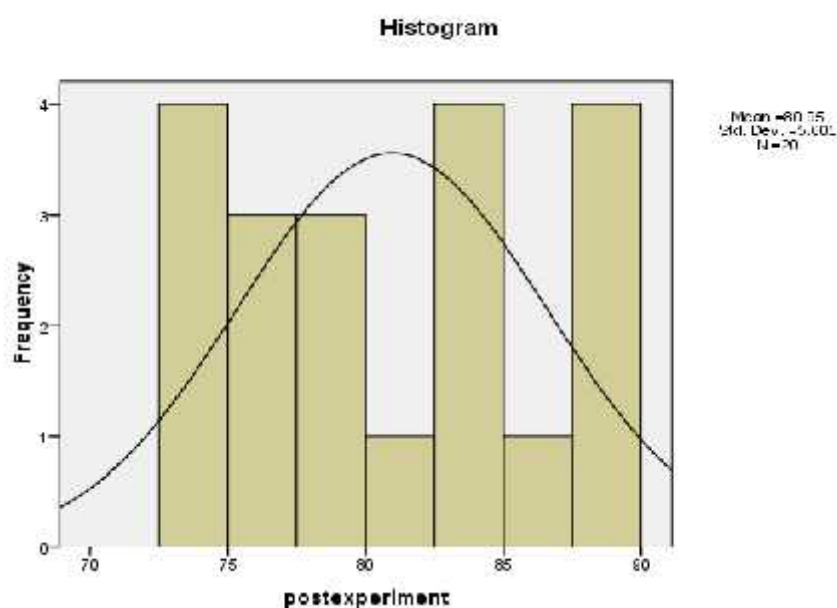
From the histogram above, it can be analyzed that the histogram was almost normal because the difference of Mean and Standard Deviation was far.

#### 4. The Data Analysis of Post-Test Scores on Students' Writing Ability in Descriptive Paragraph Taught by Using Quick-Write Strategy

The data of the students' post-test scores in experimental class was obtained from the result of their writing ability in descriptive paragraph by using Quick-Write Strategy. It shows that the total frequency was 20, the total scores was 1619, the Mean was 80.95 and the Standard Deviation was 5.605. The following histogram describes the frequency distribution of post-test scores obtained by the students in experimental class.

##### Histogram IV.4

##### Frequency Post-test of Experimental Class





From the histogram above, it can be analyzed that the histogram was almost normal because the difference of Mean and Standard Deviation was far.

**Table IV.13**  
**The Students' Post-test Scores**

| <b>No</b> | <b>Experimental Class</b> | <b>Control Class</b> |
|-----------|---------------------------|----------------------|
| 1         | 74                        | 77                   |
| 2         | 89                        | 49                   |
| 3         | 82                        | 68                   |
| 4         | 78                        | 73                   |
| 5         | 78                        | 68                   |
| 6         | 86                        | 45                   |
| 7         | 74                        | 79                   |
| 8         | 89                        | 70                   |
| 9         | 83                        | 76                   |
| 10        | 84                        | 74                   |
| 11        | 74                        | 53                   |
| 12        | 89                        | 62                   |
| 13        | 79                        | 72                   |
| 14        | 84                        | 77                   |
| 15        | 74                        | 71                   |
| 16        | 76                        | 75                   |
| 17        | 77                        | 65                   |
| 18        | 84                        | 64                   |
| 19        | 89                        | 66                   |
| 20        | 76                        | 50                   |

The process of statistical analysis by using t-test in SPSS version 16 program is as follows:<sup>61</sup>

- a. Open SPSS program
- b. Entry of data available based on the group in the certain variable.
- c. Click *analyze* in the menu of SPSS, then choose *compare mean*
- d. Choose *Independent Sample T-Test*
- e. Entry the experimental class score in *variable test (s)*
- f. Entry the control class in *grouping variable*
- g. Click *define group*
- h. Entry 1 to *group 1* and 2 to *group 2*
- i. Click *ok*

The output of data analysis is as follows:

**Table IV.14**  
**Group Statistics**

| Post-cont  | N  | Mean  | Std. Deviation | Std. Error Mean |
|------------|----|-------|----------------|-----------------|
| Post-exp 1 | 20 | 66.70 | 10.147         | 2.269           |
| 2          | 20 | 80.95 | 5.605          | 1.253           |

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<sup>61</sup> Hartono, *SPSS 16.0, Analisis Data Statistika dan Penelitian*, (Yogyakarta: Pustaka Belajar, 2008), pp. 154-160.

**Table IV.15**  
**Independent Samples Test**

|                                | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|--------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                                | F                                       | Sig. | T                            | Df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                                |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Postex Equal variances assumed | 4.326                                   | .044 | -5.498                       | 38     | .000            | -14.250         | 2.592                 | -19.497                                   | -9.003 |
| Equal variances not assumed    |   |      | -5.498                       | 29.608 | .000            | -14.250         | 2.592                 | -19.547                                   | -8.953 |

After getting the output of SPSS analysis, the writer interprets the output as follows:

- a. The output of group statistic of posttest scores shows that the mean of the experimental class was 80.95 and the mean of control class was 66.70, and N (number of the case) for each class was 20. Standard deviation of experimental class was 5.605 and standard deviation of control class was 10.147. Standard error of mean of the experimental class was 1.253 and standard error of mean of the control class was 2.269.
- b. The output of independent samples test shows that the t-test result is 5.498, its df is 38, the significant level at 000, mean difference is 14.250, its

standard error is 2.592, lower difference interval is 19.497, and upper difference interval is 9.003.

There are two ways that can be done in interpreting  $t_o$ . they are as follows:

1. By comparing  $t_o$  (t-observed) to  $t_t$  (t-table), from  $df = 38$ , it is found that the level of significance of 5 % is 2.02 and the level of significant of 1% was 2.72. it can be stated that  $2.02 < 5.498 > 2.72$ . It means that the null hypothesis ( $H_o$ ) was rejected, while the alternative hypothesis is accepted.
2. By orienting the number of significance. If probability  $> 0.05$ , null hypothesis ( $H_o$ ) is accepted. If probability  $< 0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-test (5.498), it shows that there was significant difference of the students' writing ability in descriptive paragraph taught by using quick-write strategy. It was proved by the finding t-table at 5% level of significance (2.02) which is less than t-observed (5.498), while t-test was (5.498) greater than t-table at 1% level of significance (2.72). It can be stated that  $2.02 < 5.498 > 2.72$ . It means that null hypothesis ( $H_o$ ) is rejected, while alternative hypothesis ( $H_a$ ) is accepted. It means that there was a positive significant difference of the students' writing ability taught by using quick-write strategy than those who were not taught by using quick-write strategy.

In conclusion, teaching writing by implementing quick-write strategy at the second year students of SMPN 1 Bandar Petalangan Pelalawan regency is better than without implementing quick-write strategy. Thus, there is

significant effect of using quick-write strategy toward students' writing ability in descriptive paragraph at the second year students of SMPN 1 Bandar Petalangan Pelalawan regency.

Based on the data analysis about students' writing ability in writing descriptive paragraph, it showed that mean of the students' ability in writing after using quick-write strategy was higher than the mean of the students' ability in writing before using quick-write strategy.

Therefore, the result in this analysis could answer the formulation of the problem:

1. The students' writing ability of the second year students at Junior High School 1 Bandar Petalangan of Pelalawan Regency taught without using quick-write strategy had lower mean score.
2. The students' writing ability of the second year students at Junior High School 1 Bandar Petalangan of Pelalawan Regency taught by using quick-write strategy had higher mean score.
3. There is significant difference of students' writing ability in descriptive paragraph taught by using quick-write strategy than those taught without using quick-write strategy at the second year students at Junior High School 1 Bandar Petalangan of Pelalawan Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

This research consists of two variables. They are the effect of Quick-Write Strategy (independent variable) and the students' writing ability (dependent variable). Here, the writer concludes students' writing ability in descriptive paragraph that was taught without using quick-write strategy is lower than using quick-write strategy or the students' writing ability that was taught by using quick-write strategy was better than those taught without using quick-write strategy, and the students' writing ability taught by using quick-write strategy differs significantly from those writing ability taught without using quick-write strategy at the second year students of Junior High School 1 Bandar Petalangan of Pelalawan Regency.

In conclusion, teaching English by implementing quick-write strategy at the second year students of Junior High School 1 Bandar Petalangan of Pelalawan Regency is successful to improve students' writing ability.

#### **B. The Suggestion**

##### **1. Suggestion for the Teacher**

- a. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students are interested in learning English.

- b. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.

## **2. Suggestion for the Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and sharing information with their friends about English to improve their writing ability.
- c. The students should practice their English whenever and wherever they are.

## **3. Suggestion for Next Researcher**

- a. Next students' researchers are expected to give more contribution in conducting the research especially about writing ability.
- b. This research is expected to be one of the ways in improving students' writing ability. It is also expected that the findings will be usefull as starting points to conduct another research. There are many other techniques to make teaching and learning process could be more effective.

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